

Triangle After School Club

Inspection report for early years provision

Unique reference number	509518
Inspection date	15/12/2009
Inspector	Lisa Ellis
Setting address	Triangle Community Centre, Mill Road, Liss, Hampshire, GU33 7DX
Telephone number	01730 301000
Email	sandyturner2006@yahoo.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Triangle After School Club has been registered since 1997. The club operates from two rooms in Triangle Community Centre in the village of Liss, north of Petersfield, Hampshire. The club serves the local community and runs a 'Walking Bus' from Liss Infant and Junior Schools.

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for 26 children aged from four years to under eight years at any one time. There are currently 26 children on roll, of whom eight are under eight years and of whom five are in the early years age range. The club has systems in place to support children with special educational needs and/or disabilities.

There are four members of staff employed to work with the children who all hold relevant qualifications. In addition, the club receives support from three volunteers. The club opens Monday to Friday during term time from 3.15pm to 6.00pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the club, making choices about what they would like to play with and participating in activities that interest them. The recommendations made at the last inspection have been met and some improvements have been made, for example, the outdoor area has been redeveloped to provide a safer and more appealing area for the children. However, systems for staff appraisals and self-evaluation are not yet fully developed which means some weaker areas of how the Early Years Foundation Stage (EYFS) is delivered have not been addressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement a system to observe and record children's progress to inform the planning of play and learning experiences, including the next steps to help children make continued progress in all areas of their learning
- conduct regular staff appraisals in order to identify the training needs of staff and devise a programme of continuing professional development to ensure these needs are met
- develop further the systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as they are never left alone with unvetted people. Staff have a good understanding of the procedures to follow should they have concerns regarding children's welfare. Parents are given copies of the child protection policies and procedures and information is displayed regarding the referral system should adults believe a child is at risk of harm. The manager has recently updated her knowledge in this area by attending advanced child protection training and other staff members have attended initial training courses.

Although there are no systems in place to appraise the staff, they have meetings to discuss individual children's needs and talk about additional training they would like to go on. The majority of the staff team are well qualified and experienced in caring for young children although until recently they were unaware of the extent to which the club had to deliver EYFS. The impact on children is limited as most of the staff team also work in the school that the children attend and therefore have a knowledge of them as individuals, for example, if they require additional support. However, staff are currently not undertaking observations on children and are not recording children's progress or identifying the next steps in their development to monitor their individual progress against the early learning goals.

Systems for self-evaluation are beginning to take place in the form of questionnaires for parents and children. These show areas for improvement as well as activities children enjoy and those they would like to have in the future. However, management have not self-evaluated how well they are fulfilling the requirements of EYFS which results in some areas not being fully developed.

Children benefit from access to a wide range of good quality resources which are stored accessibly on wheeled trolleys. Staff ratios are good and records of children's attendance are clear and accurate showing that they receive high levels of adult support and are well supervised. Children are treated with equal respect and are all made to feel part of the group. Activities are available to all children to ensure equality within the club.

New children are helped to settle into the club by visiting with their parents prior to being left. Parents receive good quality information about the club, including copies of all the policies and procedures. They are kept informed about what is going on in the club via regular newsletters and their notice board. Feedback from a parent during the inspection reflects that her children are happy and settled in the club, that staff are approachable and that there are many activities for the children to choose from. Children on roll at the club at the moment are not going to any other EYFS providers other than school. Staff have built links with the reception class teacher and at her request are focussing on children's personal, social and emotional development during this term.

The quality and standards of the early years provision and outcomes for children

Children are relaxed and well occupied within the club. As well as staff providing a range of activities for children, they have opportunities to self-select resources for their own initiated play. Children learn good procedures for safety both in and out of the club, for example, they practise regular fire drills and wear high visibility jackets on the walk home from school to ensure they can be seen. Security is good within the club and children are well supervised when using the toilets in the community areas of the centre to promote their safety. Children are developing skills for the future as they are encouraged to share and take turns. They behave well and are very aware of the behavioural expectations, such as picking toys up from the floor to minimise the risk of accidents. Children in the early years age range are supported in their play by the staff and the older children.

On arrival back from school, children follow established hygiene routines such as washing their hands prior to having their snack of fresh fruit. They have access to a fully enclosed outdoor area for physical play although one of the halls is also used for physical play should the weather be bad or should it be too dark to play outdoors. The outdoor area is also used for the children to grow their own potatoes which they enter into the local horticultural show. Children enjoy using traditional sports equipment and playing traditional games such as skipping and cats cradle. Children use mathematical language as they jump rope and have opportunities to develop their language and communication skills as they chat to each other and look at a wide range of books that promote diversity.

Children enjoy the range of craft activities and take part in art exhibitions within the community centre where much of their art work is displayed throughout the year. They use their imaginations, happily singing and dancing along to Christmas music as they play. Opportunities to develop an understanding of technology are promoted through use of robotic toys.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met